

# First 5 California Annual Report Form

## PART 1

FISCAL YEAR 2005-06

### COUNTY COMMISSION NARRATIVE

#### *First 5 – Placer Children & Families Commission*



<http://placer.networkofcare.org>  
[www.placer.ca.gov/cfc](http://www.placer.ca.gov/cfc)

#### **How to Submit Part 1 of the Annual Report Form**

- Please **e-mail** your completed Part 1 by **October 15, 2006**, to:  
**First5AR@sri.com**.
- Photo release forms can be faxed to SRI International at  
(650) 859-5258.

## County Commission Narrative Form

Please note that your evaluation technical assistance coach can help you collect and prepare much of this information. Please use the headings and subheadings provided when entering the information.

1. **County Commission's Priorities in Strategic Plan.** (Please limit your response to this question to **one page**.)
  - a. Describe the **major issues** and/or needs facing children and families in your county as identified in your **strategic plan**. Include demographic and geographic context, as well as needs identified through County Commission needs assessments. Your response may include the same information reported last year. Please summarize the information or data used to identify these issues.

*The five strategic result areas in Placer's strategic plan address the major issues and needs of the 0-5 population in our county. During this report period, First 5 - Placer continued to provide services and supports in the following five primary areas:*

- *Improved Family Functioning - Strong Families. This includes traditional prevention and early intervention services as well as enrichment activities.*
- *Improved Child Development - Children Learning and Ready for School. This includes a healthy pregnancy and continues with parents' attention to the child's developmental experiences.*
- *All Children are Healthy. In this area health is broadly defined as health and wellness and includes all aspects of physical and mental health for all children and their families.*
- *Comprehensive Child and Family Partnerships - Systems Change. This keeps a focus on the power of communities to systemically organize to create and/or change policies and practices that will better serve children and families. The emphasis is on forming partnerships and sustainable formal and informal networks of care and support.*
- *Supportive and Nurturing Environments - The greater community will be supportive in providing safe, healthy, nurturing and appropriate environments for families, which promote positive child development and learning.*

*Special note:* *In fiscal Year 06-07 the Commission will conduct a series of community planning activities to update its strategic plan. The new plan will cover the period of June 30, 2007 through June of 2010.*

- b. Describe the **funding priorities** in your **strategic plan** that have been focused on in the past fiscal year (July 1, 2005 - June 30, 2006). These may include desired results related to systems of care, child and family outcomes, or outcomes for specific populations or communities.

*Fiscal year 2005-06 was the second year of the commission's three-year Strategic Plan. The commission considers its five strategic results areas to be of equal*

*importance in this comprehensive initiative to create environments and opportunities for children and families to achieve outcomes that are meaningful to them. Thus, the commission once again prioritized its actions across the following five strategic result areas:*

**Strategic Result Area #1: Improved Family Functioning**

**Golden Sierra Life Skills Men, Infants & Children (MIC)**

Provides parenting classes and activities for fathers and father figures of children 0–5. Classes offered countywide in English and Spanish.

**Kings Beach Family Resource Center - Latino Leadership Project**

Provides a comprehensive leadership curriculum for parents for children 0-5 in the Tahoe region.

**PEACE for Families- Domestic Violence Shelter**

Provides child development support for children and their mothers while in this domestic violence shelter.

**Placer Union High School District - Chana Teen Parenting Program**

Provides a child development center for children of teens striving to complete their high school education. The child development center also provides mentoring and parenting skills.

**Superior Court - High Conflict (STEP) Program**

Consistent family intervention for high conflict families dealing with custody issues of children ages 0-5.

**UC Cooperative Extension - Early Literacy—Ready to Succeed**

Provides educational opportunities and information to parents, providers and the public on early literacy and school readiness.

**Strategic Result Area #2: Improved Child Development**

**Advocacy Resources & Choices -Community Inclusive Playgroup**

This collaboration of agencies provides a community inclusive playgroup for both typically developed children and children with special needs ages 0-3.

**Arts Council of Placer County**

Provides scholarships enabling more children to participate in music lessons. Additionally, provides music mentoring for preschool teachers to teach them how to incorporate music into their preschool activities.

**Bobbie Brown's MUSICTALK, Inc.**

Music program for children with autism that are enrolled in selected PCOE Special Day Preschool classes.

**Kings Beach School Readiness Program**

Provides a program addressing the state First 5 elements of early care and education; parenting and family support; health and social services; schools' readiness for children and program administration.

**Placer County Office of Education (PCOE) - Child Development Services, Resources & Referrals**

Provides resources and referral services for childcare in Placer County. Child Development Services also recruits, trains and provides mentoring and accreditation support for those working in the childcare field.

**Placer County Office of Education (PCOE) - Special Needs**

Supports teachers serving preschool aged children with special needs by providing materials and manipulative equipment to enhance their classes.

**Placer Nature Center**

This is a commitment from First 5 Placer to support the Placer Nature Center to serve 0-5 children and their families in Placer County by providing them an opportunity to experience the natural environment through access and field trips to the Placer Nature Center.

**Rapha Occupational Therapy**

This is a contract between First 5 Placer and Rapha Occupational Therapy to provide a series of trainings to teachers and professionals serving children ages 3-5 in a preschool setting. As a result of the trainings, the children served by these teachers, will be achieving enhanced sensory processing and will be able to participate appropriately in classroom educational goals.

**Rocklin Unified School District - Inclusive Preschool Setting**

Provides an inclusive preschool setting for both typically developing children and children with special needs.

**Sonshine Daycare & Learning Center**

Creating a developmentally appropriate learning environment so that children can experience improved opportunities for learning in art, music, reading, writing, block play, and dramatic play.

**Tahoe Truckee Preschool Alignment Program**

Develops plans that will guide the school district to align area preschools and both formal and informal childcare providers towards achieving school readiness for children entering kindergarten in the Tahoe Truckee Unified School District.

**WarmLine Family Resource Center**

Provides family-centered, multi-linguistic and culturally respectful support, information, and referral for families of children with special needs and the community of professionals that serve them.

### **Strategic Result Area #3: All Children Are Healthy**

#### **Breastfeeding Coalition of Placer County**

Provides support over the phone and in a clinic setting for breastfeeding women in Placer County.

#### **City of Roseville - Safe Kids Placer County**

Safety education for children enrolled in selected preschool and kindergarten classes throughout Placer County.

#### **Kids Involuntarily Inhaling Secondhand Smoke (KIIS)**

Provides educational services on the effects of second hand smoke on children.

#### **Multi-Disciplinary Interview Center (MDIC)**

Provides a “child-friendly” interview center for children that are suspected victims of felony child abuse.

#### **Tahoe Dental Program**

A regional children’s dental health program that assists in the treatment and education of the most severely affected children.

#### **UC Cooperative Extension - Nutrition**

This program provides educational opportunities and information to parents, providers and the public on proper nutrition.

### **Strategic Result Area #4: Community Partnerships**

#### **Child Abuse Prevention Council (CAPC) Thrive By Five**

A collaboration in the Rock Creek School District to reach out to families to provide increased awareness of available services for children 0-5 and their families in order to improve school readiness.

#### **Early Childhood Relationship Support Project**

A collaboration of agencies working to provide early identification and follow up relationship and mental health services to children 0-5 and their families.

#### **Kings Beach Family Resource Center (KBFR)**

Provides a resource center for all families in the Kings Beach and Tahoe Region.

### **Strategic Result Area #5: Supportive Environments**

#### **Child Abuse Prevention Council (CAPC) Home Visiting Program**

Provides home visiting for families with children 0-5 throughout Placer County (Except the Tahoe area) to support child development, health and provide other information parents may need.

#### **Child Advocates of Placer County (CASA)**

Advocates for the children's best interests in the courtroom.

**KidZone - Sierra Nevada Children's Museum**

Provides an indoor play structure and museum exhibits for the Tahoe Region that also includes services provided through an onsite Family Resource Center.

**Placer County Office of Education (PCOE) - Childcare Local Planning Council, CARES Program**

Supports the retention of those in the child development field through the use of stipends and opportunities for continuing education. This project is matched with State First 5 funds.

**Rocklin Unified School District and The City of Rocklin**

Partnering together with the City of Rocklin to purchase and install playground equipment that is available for use by both typically developed children, and children with special needs.

**Superior Court - Family Law Facilitators Office**

Provides free legal support for parents of 0-5 dealing with divorce, child custody issues, and other family law problems.

2. **Primary Activities and Programs, by Funding Priorities.** (Please limit your response to this question to **five pages**.)

- a. **Check the box(es)** below if your County Commission participated in any of the following statewide initiatives sponsored by First 5 California during fiscal year 2005-06.
- ☒ School Readiness Initiative
  - ☐ Special Needs Project
  - ☐ Power of Preschool
  - ☐ Health Access for All Children
  - ☒ Comprehensive Approaches to Raising Educational Standards (CARES)
- b. For each of the key **funding priorities named above in Section 1**, please describe below: (1) the primary activities and accomplishments of your County Commission in fiscal year 2005-06, and (2) key outcomes for children, families, providers, and communities.

**Strategic Result Area: Improved Child Development*****School Readiness Program***

*This fiscal year was the last year of the state funded School Readiness Making Connections program. In 06-07 First 5 Placer will continue services through contracts with the Kings Beach Family Resource Center and the Tahoe Truckee Unified School District. The contracts will be funded locally with the majority of funding coming from the commission and a small portion from SR rollover funds. Also, the commission will conduct a series of community planning meetings to update its strategic plan. Any*

*school readiness needs/assets that are identified during this process will be factored into the new plan.*

*The Making Connections program focused on the Kings Beach Elementary school neighborhood on the North Shore of Lake Tahoe, and was coordinated from an office on the Kings Beach Elementary school campus.*

*The program addressed the five essential elements in the state school readiness initiative through an emphasis on language and literacy development. The language and literacy development is geared toward the children, although the program delivery often focuses on providing resources and support to the families.*

*The program has been tailored to meet the needs of families in the Kings Beach community, including those that deal with the risk factors that initially identified Kings Beach as a School Readiness site. These include, low-maternal education levels, high teen pregnancy rates, second language issues, social and cultural isolation, all compounding the daily struggle these family's have in meeting basic needs. Many of the services and resources are directed at the adults in the families to provide them with the tools, resources and opportunities they need to be their child's 'first and most important teacher', and in that regard, support is provided for the children.*

*Collaboration between Kings Beach Elementary School and the Boys and Girls Club created Kinderclub, which provides Kindergartners with a safe, structured and enriching environment to stimulate their language and literacy development, as well as their social and emotional growth. The early literacy events, such as, Happy Birthday, Dr. Seuss! targets all the young children in the community and their parents or caregivers. The family literacy classes provide activities for both parent and child.*

*The overall outcome for the program is that children will demonstrate increases at appropriate developmental levels necessary for school success. Families will have the capacity to support their child's appropriate development.*

*Through collaborative efforts, the following activities and/or resources were offered: Family Advocacy, Adult Education, Early Childhood Enrichment Opportunities, Kinderclub, Reach Out and Read, and Strengthening Preschool/Kindergarten connections for children, parents and staff; focusing on both transitions and articulation*

## **Strategic Result Area: Improved Child Development**

### **CARES Project**

*The CARES Project also known as CRI (Compensation and Retention Initiative) is administered by the Placer County Child Care Local Planning Council. The program is a stipend program for early childhood educators. The project addresses the need to retain and increase the education and professional growth level of all licensed early childhood educators.*

*The program's three primary outcomes are to 1) stabilize the early childhood educators' workforce, 2) to increase the education level of staff, and 3) assist the staff in obtaining a Child Development (CD) Permit on Teacher Credentialing. The focus of the program is centered on creating a well-educated, dedicated, stable, early childhood education workforce. This will ensure healthy, developmentally appropriate environments for all children.*

*To meet the needs of the diverse population of providers, a Spanish speaking/bilingual Resource Specialist from the County Office of Education Resource and Referral Program, partners with the CARES program to assist with translation of written materials as well as oral translation. A Spanish speaking/bilingual support group continues.*

*An annual child development conference is hosted each year by a collaborative group of agencies. The UC DAVIS "Family Child Care at its Best" was offered in Spanish. Extensive outreach has been done in school areas with low API scores. The CARES/CRI program also has a focus on system change; with an expected outcome that all CARES participants have applied or obtained a CD permits.*

*The CARES program is a collaborative effort with many agencies participating in the training and education component. Sierra Community College has been a very good partner in meeting the educational needs of the participants. The college has been considerate in scheduling class times. Fast track and contracted classes have also been available. Classes have been offered at convenient locations and times that meet the needs of the workforce. Other collaborative training partners include the Resource and Referral Program, PCOE SELPA department, local UC Extension program, Public Health Department, as well as other First 5 funded partners and the First 5 Commission. Professional growth opportunities are available on an ongoing basis, locally, as well as other professional growth opportunities offered statewide.*

*The staff administering this program is dedicated to creating a stable quality workforce. All the staff are Child Development professionals with knowledge in best practices as well as knowledge of the education and training system and the credentialing system. One staff member is dedicated to data collection for the project. The data is collected through the application process and review of staff retention over the life of the project. The CARES program is aware of the barriers early childhood educators face regarding work schedules, etc. Every effort is made to offer trainings and classes at times that providers can attend (i.e. nights and weekends) and to provide translation services as necessary*

*CARES Program Year 2005/06 Statistics:*

- 125 participants received a stipend check for completing the requirements of the program, which included applying for or obtaining a child development permit*
- 13 child development permits were applied for or obtained in program year 2005-06*

*Participants in the program are willing and enthusiastic to learn more about child development. They share their feeling of being professional and the importance of the*



*work they do. Their desire is to create the best possible environments for the children and families they serve.*

3. **Promoting Equitable Access and Outcomes.** Please answer (in no more than **one** page) the following questions:

a. Has your County Commission formally adopted the Principles on Equity?

☐ Yes ☒ No

b. What communities in your county have been historically underserved (e.g., specific ethnic or linguistic groups, families with children who have disabilities or other special needs, geographically isolated families)?

*Historically, the Spanish-speaking population in Placer County has been at risk of being underserved.*

c. What strategies has your County Commission used to reach each of the communities or groups mentioned above?

*One strategy the commission used to serve the Spanish-speaking community was to train Spanish-speaking childcare providers. Another strategy was to implement a dental program for the Spanish-speaking population that trains people from the community to conduct outreach, deliver the dental health messages, and connect families with treatment services. This program's approach is consistent with the Commission's emphasis on training community members to train the parents in the community (instead of an "outsider" coming in). Whether the topic is dental health, mental health, evaluation or music, a core principle is to design and deliver sustainable programs and services. By identifying and using skilled people that match local culture and language instead of relying on outside "experts" the commission is honoring local culture, and building community capacity as well as funding direct services.*

d. Have these strategies resulted in greater access to services and higher quality of services for these communities or groups? If so, describe how.

*The **Tahoe Truckee Dental Program** has resulted in the Latino community having greater access to pediatric dental services. Also community members are more educated about the need for early detection and preventative care both for children and for parents. As a result of this program more dental resources exist in the community especially those provided through the County Dental Clinic. The program is "owned" by the community and all decisions on program delivery are informed by outcome data for that program which is reviewed periodically to check in on achievement of the programs outcomes*

*The **Kid Zone** is another example of a community owned and operated program. The entire operation is built on community involvement and oversight. As a result of this ownership, the community now has a recognized place for families with children 0-5 years to interact, learn, and help each other. The program breaks ethnic barriers daily by intentionally providing English - Spanish translations and making sure that staff assigned to work at the program includes a mix of English and Spanish speakers.*

*The **School Readiness** program partnership with the Family Resource Center at Kings Beach, Lake Tahoe has created greater access to services for the Spanish-speaking population and provided a way for the Spanish-speaking population to be directly involved in the way early literacy services are provided at Kings Beach Elementary School.*

3. **Program Highlights.** Describe at least three programs that your County Commission funded during fiscal year 2005-06 that you would highlight in your County Commission profile in the annual report.

### **WarmLine Family Resource Center**

The WarmLine Family Resource Center provides support, information, education, and referrals to children and families who have or are at-risk for disabilities or health care needs related to children with special needs. It also provides support and referrals for the professionals who work with families (e.g., teachers and therapists). The program supports a “parent-to-parent” network, in which parents of children diagnosed with special needs provide assistance and support to parents of newly diagnosed children. The parent network is based on research conducted by the Beach Center on Disabilities at the University of Kansas ([www.beachcenter.org](http://www.beachcenter.org)) that indicated that parents feel most supported and trusting when they are communicating with peers who have had similar experiences.

The WarmLine FRC focuses on the result area of improved family functioning. It serves families of children with special needs and includes their parents, grandparents, and siblings. The FRC services directly support children ages birth to 5 years by providing parents with emotional peer support, establishing connections with a system of referrals, and linking families to information. The FRC helps parents understand how to access services and empowers parents to know their rights and responsibilities and how to advocate for their child with special needs. The program helps parents understand the special education system, including the Individual Family Service Plan (IFSP) serving children birth to three years, and the Individual Education Plan (IEP) serving children ages three and older, so that they can better advocate for their child. Parents contact the program to inquire about referrals and information regarding services available to their children and networking opportunities with other parents. According to staff, when parents receive support from other parents who have children

with special needs, they feel less isolated and more confident that they are acting in the best interest of their children.

The program is staffed by parents of children with special needs. Because staff have “walked in the shoes” of the program clients, they are especially familiar with the systems of support and services available in the community. The program offers in-person and telephone consultations, playgroups, and group trainings. Some trainings are conducted by staff, while others are conducted by special education professionals such as behavior or occupational therapists. The trainings cover a wide range of topics such as accessing services, the IFSP and the IEP processes, transition to preschool and kindergarten, support groups, behavior management, and family dynamics. The program holds playgroups once a month in community parks in conjunction with the infant development program. This encourages children with special needs and their siblings to play together, and provides an opportunity for parents to meet each other, network, and socialize.

The FRC uses two methods of data collection to measure the positive impacts the program is having on parents. Surveys are distributed at group trainings, with follow-up satisfaction surveys mailed out or emailed to parents after trainings. The program also gathers feedback from the staff working with the parents during in-person and phone consultations. Through the use of pre- and post-training surveys, the FRC has learned they are having a positive impact on families they serve. The data show that as a result of FRC services, parents’ knowledge of how to navigate systems that serve children with special needs has increased. Often, after an IEP training, parents or providers have reported that they learned how to request and participate in assessments of their children. This helps families collaborate with schools and therapists in the development of special education plans for their children in preschool and beyond. In response to the question staff poses to parents: “what will you now do with the knowledge provided to you?” common responses include: contacting a regional center to request a list of behavior therapists, or conducting Internet research to locate equipment for their child. These types of data are collected and used by the program to determine what trainings are needed, what is working well, what is not working, and where to make changes.

### **Superior Court – Family Law Facilitators Office**

The Superior Court – Family Law Facilitators Office program is housed under the Placer County Superior Court. Placer County residents know the program as The Legal Help Center. The program receives funding under the First 5 “supportive environments” strategic result area initiative. The Facilitators Office provides parents of children birth to five years with information and support in legal matters concerning family issues; it does not provide advice or legal representation. It also assists parents by providing referrals to address their legal issues in the areas of child support, domestic violence, child custody orders, guardianships, divorce and other matters that impact young children.

By helping a family resolve its legal problem(s) as quickly and easily as possible, the program strives to minimize negative impacts on young children and ensure safe and healthy living conditions for them. Examples of assistance provided to parents by the Facilitators Office include developing legal action plans, completing required legal forms, understanding procedures for appearing in court before a judge, and providing referrals to attorneys and other services as needed. Prior to receiving First 5 funding, the Facilitators Office found that most of the parents they served needed guidance on how to navigate the legal system. The Facilitators Office applied for First 5 funds to supplement their work with families so they could handle their legal issues more effectively and reduce the ancillary stress on children whose parents are fighting each other over custody issues, etc. Stress inhibits a child's brain development. This program seeks to mitigate that stress by 1) Informing parents of the importance of the 0-5 years in terms of brain development; and 2) Providing expert advice on how to navigate the system effectively.

The Facilitators Office program also touches on the result areas of improved child development and improved family functioning. Helping parents resolve legal issues such as custody battles results in safer and healthier living environments for children. When a child feels safe, he or she is more likely to have age appropriate learning and developmental trajectories. In addition, assisting parents with their legal matters improves family functioning by providing the supports necessary for problem solving and stability.

The Facilitators Office includes a full time attorney, who serves as the director, two full-time paralegals, two part-time attorneys and volunteer staff. One of the paralegals is supported by First 5 funds; all other staff are supported through other funding sources. Partnerships are established with law schools and local paralegal colleges so that law students and paralegals are trained to work in the clinic at low or no cost.

The Facilitators Office recently made some changes to the program to better meet the needs of the families and children it serves. The program added a telephone help line, and enhanced its website by adding a frequently asked questions section and links to commonly used legal forms. The telephone help line is a local call for county residents and allows them to leave a message about the nature of their legal concern. Families receive timely calls back from office staff. Since ninety percent of the parents served have email, the Q&A and links to forms provide families with immediate assistance at little or no cost. Many clients who are served by the Facilitators Office are living paycheck to paycheck and cannot afford to take time off from work. The help line and website provide easy access to information for these parents, without requiring them to take time away from their jobs.

In addition to the telephone help line and the website, the Facilitators Office provides information for parents through the use of videos and in-person consultations. During these one-on-one meetings, staff meets with parents and suggest plans to deal with individual situations. According to program staff, many parents are not aware of all the issues they need to consider during difficult legal procedures. The program is moving to

a new courthouse, which will most likely result in a higher number of families using the services. In order to handle the increase in numbers, the staff plans to conduct workshops to provide information to parents and then evaluate if they need in-person follow-up meetings.

The program is helping families in crisis by providing them with information and assistance in improving their legal situation, thereby creating a safer and healthier environment for their children. The program keeps the best interest of the child in mind at all times and provides parents the tools they need to protect their children and keep them safe. When parents receive assistance from the program, they complete an intake sheet that collects demographic information and parent feedback on how the services they received in the past have impacted their lives. Since many of the clients are repeat customers, program staff have opportunities to provide ongoing support and receive regular feedback on the longer term impacts of the program. The program director noted the difficulty of measuring the impact of Facilitators Office activities on young children, since the services are delivered directly to their parents. However, anecdotal evidence suggests strong positive indirect impacts of the program for young children. For example, some of the comments parents have made or written on intake cards include,

- “I was able to get custody orders so that now my kids are in a safe place.”
- “I am able to get higher child support payments in order to better take care of my kids.”
- “I didn’t have to spend money on a lawyer, so I was able to spend it on my kids.”

### **Kings Beach School Readiness**

*The Placer First 5 School Readiness program, Making Connections, targets the Kings Beach Elementary school neighborhood on the North Shore of Lake Tahoe, and is coordinated from an office on campus.*

*This fiscal year was the last year of the School Readiness Making Connections program.*

*Making Connections addresses the five state mandated essential and coordinated elements through, collaborative partnerships, with a specific emphasis on language and literacy development.*

*The language and literacy development focus is ultimately targeted at the children (improved child development), although the program delivery often focuses on providing resources and support to the families (improved family functioning).*

*The program has been tailored to meet the needs of the families in the Kings Beach community, including those that deal with the many risk factors that initially identified Kings Beach as a School Readiness site. These include, low-maternal education levels, high teen pregnancy rates, second language issues, social and*

*cultural isolation, all compounding the daily struggle to meet their family's basic needs. As was stated above, many of the services and resources are directed at the adults in the families to provide them with the tools, resources and opportunities they need to be their child's 'first and most important teacher', and in that regard, indirectly supports the children. There are, however, important aspects of Making Connections such as Kinderclub, the Family Room and the early literacy events and family literacy activities, which provide valuable direct services to children. The program also supports and empowers families through best practices staff development and cross training with partner family service providers and through the recruitment and training of promotoras (members of the community trained to spread important programs within the community). Direct collaboration between Kings Beach Elementary and the program has created an expanded Family Room on campus; an inviting family-friendly space, with a daily drop-in program to promote healthy parent-child interaction. Kinderclub, a school readiness collaboration between Kings Beach Elementary and the Boys and Girls Club of North Lake Tahoe provides Kindergartners with a safe, structured and enriching environment following their class day to stimulate their language and literacy development, as well as their social and emotional growth. The early literacy events, such as, Happy Birthday, and Dr. Seuss target all the young children in the community and their parents and/or caregivers. The variety of family literacy classes, Lea con Mama y Papa, Motherread, Let's Read Together, Grandma Reads, provide engaging literacy activities for both parent and child.*

*The effectiveness of the school readiness program does requires a high level of cultural competency. Developing direct connections with community members has helped to shape the programs as well as their delivery - everything from the content, structure and delivery to where and when it is offered. Although Spanish is the primary language of many of the families with young children in the Kings Beach community, program staff has found that it is not enough to simply translate the materials. Language is but one of the factors considered when designing and implementing programs for the community; others include the community's diverse socio-economic levels, family dynamics and the family's cultural values*

*The ultimate goal of the school readiness program is to have all our children happy, healthy and ready to succeed when they enter Kindergarten. To that end, the program emphasizes the need to advocate for the parents in the community to be more confident as, and have the resources and support they need, to be 'their child's first and most important teacher.' Parents need continued support as they raise their children, and First 5 funding will not always be there, so program staff look for ways to make the First 5 "brain development" message and the necessary support sustainable.*

*The Outcomes for the program are:*

- *Children will demonstrate increases at appropriate developmental levels necessary for school success.*
- *Families will have the capacity to support their child's appropriate development.*
- *Informal support networks exist for parents supporting their child's appropriate development.*

*Through collaborative efforts, the following activities and/or resources are offered: Family Advocacy, Adult Education, Family Literacy, Early Childhood Enrichment Opportunities, Kinderclub, Summer KinderCamp, Reach Out and Read-through the Clinic, and Strengthening Preschool/Kindergarten connections for children, parents and staff; focusing on both transitions and articulation*

*Making Connections depends on the specific expertise of each of its collaborative partners, while providing the opportunity for cross training or staff development around the issues of child development and language and literacy development.*

*Making Connections works to provide programs and resources that meet the changing needs of the community through: community outreach and participation/leadership (ie., promotoras), collaboration in family support and advocacy, family-centered/Asset-based approaches, and staff development and cross-training*

*Depending on the aspect of the program and the level of participation of the families, different tools were used to track progress: quantitative demographic data, is collected, Placer County Outcome screens, participant and provider questionnaires, MDRDP/KEP results, developmental screens (ASQ) and photos and anecdotal stories and informal observations.*

8. **County Commission Profile.** Please indicate below whether you would like SRI International to prepare your County Commission profile or your County Commission is preparing its own draft profile. If your County Commission wants to prepare its own profile, please follow directions provided in the **County Commission Profile Guidelines**.

☐ My County Commission is preparing and attaching a draft of its own profile, using the **County Commission Profile Guidelines**.

☒ SRI International should prepare a draft of my County Commission's profile.

9. **County Commission Funding Priority Outcomes and Indicators.** Please indicate on the following chart the outcomes that were local funding priorities in fiscal year 2005-06.

### County Commission Funding Priority Outcomes and Indicators

**Directions:** Please check all the outcomes listed below that were local funding priorities in fiscal year 2005-06. The associated population-based and core participant indicators do not need to be marked.

Funding Priority Outcome	Population-Based Data	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are born healthy.	<ul style="list-style-type: none"> <li>• Infant survival rate</li> <li>• Number and percentage of births at low birth weight</li> <li>• Number and percentage of births at very low birth weight</li> <li>• Number and percentage of live births in which mothers received late or no prenatal care</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of births at low birth weight</li> <li>• Number and percentage of births at very low birth weight</li> <li>• Number and percentage of live births in which mothers received late or no prenatal care</li> </ul>	
<input checked="" type="checkbox"/> Children receive preventive and ongoing regular health care.	<ul style="list-style-type: none"> <li>• Number and percentage of children who receive the recommended vaccines for their age</li> <li>• Number and percentage of children with a regular medical home</li> <li>• Number and percentage of children who have health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children who receive the recommended number of well-baby and child checkups by age 2</li> <li>• Number and percentage of children with a regular medical home</li> <li>• Number and percentage of children who have health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children who receive the recommended vaccines for their age</li> </ul>
<input checked="" type="checkbox"/> Children are in healthy and safe environments.	<ul style="list-style-type: none"> <li>• Number and rate of nonfatal injuries to children ages 0 to 5 requiring medical advice or treatment</li> </ul>		



Funding Priority Outcome	Population-Based Data	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are healthy and well nourished.	<ul style="list-style-type: none"> <li>• Number and percentage of children whose parents rate them to be in very good or excellent health</li> <li>• Number and percentage of women who are breastfeeding at time of hospital discharge/ 6 weeks or more/6 months or more</li> <li>• Number and percentage of children 0 to 5 years of age who are in the expected range of weight for their age</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of women who are breastfeeding at time of hospital discharge/ 6 weeks or more/6 months or more</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children whose parents rate them to be in very good or excellent health</li> <li>• Number and percentage of children 0 to 5 years of age who are in the expected range of weight for their age</li> </ul>
<input checked="" type="checkbox"/> Children have good oral health.	<ul style="list-style-type: none"> <li>• Number and percentage of children age 3 or older who receive annual dental exams</li> <li>• Number and percentage of children who have dental insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children age 3 or older who receive annual dental exams</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children ages 0 to 5 years who have dental insurance</li> </ul>

Funding Priority Outcome	Population-Based Data	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are free of smoking-related illnesses.		<ul style="list-style-type: none"> <li>• Number and percentage of children who live in households where no adults smoke</li> <li>• Number and percentage of women who did not smoke during pregnancy</li> </ul>	
<input checked="" type="checkbox"/> Children have access to high-quality early care and education.	<ul style="list-style-type: none"> <li>• Number of licensed center child care spaces per 100 children</li> <li>• Number of licensed family child care slots per 100 children</li> <li>• Number of Head Start slots per 100 low-income children</li> <li>• Number and percentage of licensed center child care spaces for children with special needs</li> </ul>		
<input checked="" type="checkbox"/> Children participate in early childhood education programs.	<ul style="list-style-type: none"> <li>• Number and percentage of children ages 0 to 5 who regularly attended a nursery school, pre-kindergarten, or Head Start program by the time of kindergarten entry</li> <li>• Percentage of children with special needs who participate in early childhood care and education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Number and percentage of children ages 0 to 5 who regularly attended a nursery school, pre-kindergarten, or Head Start program by the time of kindergarten entry</li> <li>• Percentage of children with special needs who participate in early childhood care and education programs</li> </ul>	

Funding Priority Outcome	Population-Based Data	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children receive early screening/intervention for developmental delays, disabilities, and other special needs.	<ul style="list-style-type: none"> <li>Number and percentage of children identified as having special needs by the time of kindergarten entry</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children identified as having special needs by the time of kindergarten entry</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of children under age 3 who receive a developmental screening from their primary care provider</li> <li>Number and percentage of children identified with disabilities who receive developmental services by the time of kindergarten entry</li> </ul>
<input checked="" type="checkbox"/> Children enter kindergarten “ready for school.”	Number and percentage of children entering kindergarten ready for school as determined by assessments completed by teachers and parents that indicate the child is ready in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development		<ul style="list-style-type: none"> <li>Number and percentage of children who participate in school-linked transitional practices</li> </ul>
<input checked="" type="checkbox"/> Children live in home environments supportive of optimal cognitive development.	<ul style="list-style-type: none"> <li>Number and percentage of families who report reading or telling stories regularly to their children, 3 to 5 years of age</li> </ul>	<ul style="list-style-type: none"> <li>Number and percentage of families who report reading or telling stories regularly to their children, 3 to 5 years of age</li> </ul>	

Funding Priority Outcome	Population-Based Data	Core Participants	
		Key Indicators	Elective Indicators
<input checked="" type="checkbox"/> Children are safe from intentional injuries in their homes and communities.	<ul style="list-style-type: none"> <li>• Number and percentage of children with substantiated or confirmed (open) cases of child abuse</li> <li>• Number and percentage of child maltreatment in which there is a recurrence within a 6-month period</li> </ul>		
<input checked="" type="checkbox"/> Fewer teens have babies, and more parenting teens delay subsequent pregnancies.	<ul style="list-style-type: none"> <li>• Number and rate of births to young teenage mothers</li> </ul>		<ul style="list-style-type: none"> <li>• Number and rate of births to young teenage mothers</li> </ul>
<input type="checkbox"/> Families are self-sufficient.	<ul style="list-style-type: none"> <li>• Number and percentage of children living in poverty</li> </ul>		<ul style="list-style-type: none"> <li>• Number and percentage of children living in poverty</li> <li>• Number and percentage of parents reporting food security (i.e., no hunger, as opposed to moderate or severe hunger)</li> <li>• Number and percentage of children who move more than once in a year</li> <li>• Number and percentage of mothers who completed high school or its equivalent</li> </ul>
<input checked="" type="checkbox"/> Parents provide nurturing and positive emotional support to their children.			<ul style="list-style-type: none"> <li>• Number and percentage of mothers screened for depression</li> </ul>

Funding Priority Outcome	Population-Based Data	Core Participants	
		Key Indicators	Elective Indicators
<input type="checkbox"/> Children achieve permanency.	<ul style="list-style-type: none"> <li>• Number and percentage of children 0 to 5 years of age who have lived in foster care within the past year</li> <li>• Number and percentage of children 0 to 5 years of age in foster care who are placed in a permanent home</li> </ul>		